



Course Outline

PSYC5010

Graduate Diploma of Psychology

Psychological Assessment, Ethics and
Professional Skills

School of Psychology

Faculty of Science

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor			Email	Email

2. Course information

Units of credit: 6

Pre-requisite(s): Program Pre-requisite: Bachelor's Degree of any kind (Australian Qualification standard or equivalent). PSYC5001 and PSYC5002 (or equivalent with advanced standing) and PSYC5003

Teaching times and locations:

2.1 Course summary

Psychological assessment and testing are a critical component in the practice and research of psychology. This course will provide an overview of the design and implementation for a range of psychological assessments and tools. The course will allow students to critically evaluate the use of assessment tools in psychological research and practice. The course will start with the overview of the history of psychology and will also explore the importance of ethics in research and clinical practice. Students will have the opportunity to develop basic professional skills required for further study and practice in the field of psychology.

2.2 Course aims

The course will provide an overview of applied psychology in multiple disciplines. The focus of this course will be on promoting the importance of the scientific practitioner model in areas of applied psychology. The course aims to provide students with the opportunity to learn about the practical applications of psychological principles across a range of applied and professional settings.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate at an advanced level understanding and knowledge of core concepts in psychological assessment, testing and ethics.
2. Demonstrate an advanced knowledge of the research methods used in applied psychology enabling you to describe and evaluate questionnaire and test construction, implementation and interpretation across a variety of applied psychology fields.
3. Develop advanced critical thinking skills in the context of applied psychology, allowing you to apply the scientific method to critically evaluate psychological assessment tools.

4. Demonstrate an advanced appreciation of the values, research and professional ethics of applied psychology, including the ability to promote evidence-based approaches to understand, assess and explain human behaviours in a range of applied settings
5. Develop effective communication skills (written and discussion) with a focus on psychology in applied settings including the ability to effectively communicate the principles of psychological assessment and ethics.
6. Understand and apply the principles of psychology to a wide range of personal, community and institutional issues, allowing you to describe the major areas of psychological assessment and professional ethics across a range of settings

2.4 Relationship between course and program learning outcomes and assessments-

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1.	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings	Tutorials Online activities Readings		Tutorials Study Group Forum Q and A forum		"Secured" Quiz (Week 2-6) Critical Evaluation Essay Ethics Portfolio
2.	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes		Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	"Secured" Quiz (Week 2-6) Critical Evaluation Essay Ethics Portfolio
3.			Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings		Tutorials Study Group Forum	"Secured" Quiz (Week 2-6) Critical Evaluation Essay Ethics Portfolio

4.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	“Secured” Quiz (Week 2-6) Critical Evaluation Essay Ethics Portfolio
5.					Tutorials Study Group Forum Q and A forum		Critical Evaluation Essay Ethics Portfolio
6.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings Formative revision quizzes			Lectures Tutorials Online activities Readings Formative revision quizzes	“Secured” Quiz (Week 2-6) Critical Evaluation Essay Ethics Portfolio

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This is a fully online course, all materials, lectures and tutorials are delivered through Moodle.

The course web page is available through the e-learning Moodle site:

<https://moodle.telt.unsw.edu.au/login/index.php>. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. This will be broken down into 6 x 20-minute lectures covering the main concepts for each sub-topic of the week

Online Tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials, including a transcript of tutor and student contributions, for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including formative revision quizzes, interactive learning modules using a range of adaptive learning platforms, including Smart Sparrow., video annotation tools (students will watch a video and then comment using the tool). These activities will allow students to explore the topics of the week in greater depth and provide formative assessment for the students and revision opportunities.

Readings: There will be 3 assigned readings each week that cover the major topic of the week. Students will need to read the scientific journal articles in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Study Group Forum and reply to the comment of at least two other students in the course (**4.5 hours**).

The Study Group Forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Study Group Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on

in future content. The formative revision quizzes will be available through the MindTap section available on the Moodle course page. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the "secured weekly quizzes".**

3.2 Expectations of students

Moodle contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. **The expected level of engagement is on average 18-19 hours per week** (in the 6-week term). Average engagement levels are as follows (a) **2 hours** of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, **3 hours** per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) **4.5 hours** to complete the assigned activities, including revision modules; (d) **4.5 hours** to complete the assigned weekly readings, there will be three readings each week that accompany the content for each lecture topic; (e) **4-5 hours** to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: Attendance and participation in tutorials is compulsory, and a register will be recorded at the beginning of each tutorial. All tutorials will be delivered in an online mode, through Blackboard Collaborate, given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be required to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (a recorded version of the tutorial). Students that are only able to access the tutorials in an asynchronous manner will be required to submit their contribution to 2-3 short questions to the tutorial forum in order to provide evidence of participation in the tutorial session.

NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Diploma Special consideration policies

and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, and 4.5 hours of online activities. Students are expected to take an additional 5-6 hours each week of self-determined study to complete assessments, readings, and exam preparation

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
Week 1	History of Psychology Lecture 1 and 2: History of Psychology as a scientific discipline Lecture 3 and 4: Voluntarism and Structuralism and Gestalt and Structuralism Lecture 5 and 6: Behaviourism and Cognitive Science	Online tutorial discussion based on lectures and readings. Students will discuss the history and significance of psychology as a scientific discipline.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
Week 2	Intelligence testing Lecture 1 and 2: History and assessment Lecture 3 and 4: Test bias and cultural bias Lecture 5 and 6: Improving intelligence: assessing the evidence	Online tutorial discussion based on lectures and readings. Students will discuss the development and implementation of a range of intelligence tests. There will be a focus on the complexity of defining intelligence and the importance for cultural sensitivity in these assessments.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
Week 3	Psychological Assessment Tools Lecture 1 and 2: What are psychological tests?	Online tutorial discussion based on lectures and readings. Students will discuss an overview of the	Online activities based on lectures and assigned readings	Formative revision quizzes

	<p>Lecture 3 and 4: The use and significance of psychological testing</p> <p>Lecture 5: Testing in clinical settings and evidence-based assessment</p>	<p>importance of psychological assessment.</p> <p>Students will have the opportunity to explore the history, development and use of different assessment tools across a broad range of areas</p>		<p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
Week 4	<p>Ethics in psychology</p> <p>Lecture 1 and 2: Moral philosophies and ethical perspective</p> <p>Lecture 3 and 4: Ethics codes and controversies</p> <p>Lecture 5 and 6: Research with LGBTQI communities</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the importance of ethics codes in research and practice in psychology.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
Week 5	<p>Psychology and Law</p> <p>Lecture 1,2,3 and 4: Eyewitness confidence and identification accuracy</p> <p>Lecture 5 and 6: Sex offenders</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the issues involved in assessment of eyewitness identification confidence and accuracy/</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
Week 6	<p>Clinical practice and evidence-based interventions</p> <p>Lecture 1 and 2: Psychological therapies for children</p> <p>Lecture 3 and 4: Disseminating evidence-based interventions</p> <p>Lecture 5 and 6: Weighing the cost of disaster</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the the nature of evidence-based intervention in three different settings.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date (normally midnight on due date)
Assessment 1: “Secured” Quiz (6 quizzes)	20 MCQ questions per quiz	40%	40	Sunday 11:59pm week of release (Weeks 1,2,3,4,5,6)
Assessment 2: Critical Evaluation Essay	2000 words	30%	100	Sunday Week 4
Assessment 3: Ethics Portfolio	1500 words	30%	100	Sunday Week 6

Assessment 1: Students will be required to complete 6 quizzes under official exam conditions. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The “Secured” quizzes form part of a continuous assessment. The quiz will be released on Thursday of week and will remain open until Sunday 11:59pm of the same week. Each Quiz will include 20 multiple choice questions. The top five grades out of the six quizzes will be used to count towards the final secured quiz grade which accounts for 40% of the course mark.

Assessment 2: Critical Evaluation Essay 30%: Students will be required to critically evaluate a psychological assessment of their choice from any area of applied psychology. They will be required to complete an essay that focuses on the appropriateness of assessment in psychology and the issues relating to the reliability and validity of this measure. This will involve students reviewing current literature in order to discuss the critical issues in psychological assessment. Students will need to apply critical thinking skills in order to review and evaluate this approach

Assessment 2 Ethics Portfolio 30%: Students will be required to discuss three ethical dilemmas. They will need to identify if there is an ethical concern in each scenario and identify what this concern is based on the evidence from the appropriate ethics code to justify their answer. They will then need to provide a potential solution for each dilemma based on the ethics code and guidelines. This assessment will provide students with the opportunity to familiarise themselves with the ethics guidelines.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: Psychology Student Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: There will be no supplementary examinations available due to the intensive nature of the course. Please refer to the Graduate Diploma Student Guide for policies and procedures relating to misadventure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Assessment 1: "Secured" Quiz (6 quizzes)	Monday following quiz submission	Course convenor	Online	Moodle
Assessment 2: Critical Evaluation Essay	Sunday Week 5	Tutor	Online	Moodle
Assessment 3: Ethics Portfolio	Sunday Week 6	Tutor	Online	Moodle

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the

library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 6th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Textbook	X Copies of the textbooks will be kept in Open Reserve at the library. Second hand copies may be available for purchase.
Course information	Available on Moodle
Required readings	School of Psychology Student Guide.
Recommended internet sites	UNSW Library UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>